# Respostas - Extra activities

Inglês

1. BARBARA: Good Morning, Jonas. How are you?
   JONAS: Good morning, Barbara. I'm fine. / I'm OK. / Not bad. And you? / How about you?
   BARBARA: Fine, too. Thank you. / Thanks.
   JONAS: Oh sorry, this is my friend Marcos!
   BARBARA: Nice to meet you, Marcos.
   MARCOS: Nice to meet you, too / Barbara.
   BARBARA: I'm sorry, I have to go now. See you.
   MARCOS: See you. / See you soon. / See you later. / Bye-bye. / Goodbye. / Take care.
2. a) are
   b) are
   c) is
   d) am
   e) are
   f) is
3. a) Who's he?
   b) His name's Adam. He's my classmate.
   c) What's your name?
   d) I'm Ryan.
   e) We're in the same grade at school.
   f) They're my teachers, Mrs. Black and Mrs. Jones.
4. a) RODRIGO: Hi, Márcio. How are you?
      MÁRCIO: I'm fine, thanks. And you?
      RODRIGO: Not bad.
   b) RODRIGO: This is my friend Lucas.
      MÁRCIO: Nice to meet you, Lucas.
      LUCAS: Nice to meet you, too.
   c) RODRIGO: Lucas is my classmate.
      MÁRCIO: Really? How old are you, Lucas?
      LUCAS: I'm 11.
   d) RODRIGO: Well, we have to go now, Márcio. Bye.
      MÁRCIO: Bye-bye, Rodrigo. Take care.
5. c – h – f – d – e – a – b – g
6. 14
7. a) eighteen
   b) fifty-five
   c) thirty-two
   d) twenty-seven
   e) forty-eight
   f) twenty-nine
   g) eighty-one
   h) seventy-three
8. ATTENDANT: Knots restaurant, good evening.
   MARCIO: Good evening, madam. I wanna make a reservation for two people.

ATTENDANT: OK, Sir. For what date?

MARCIO: For next Saturday, at nine p.m.

ATTENDANT: All right. Anything else?

MARCIO: No, thanks. That's all.

ATTENDANT: What's your name and telephone number, please?

MARCIO: My name is Marcio Sousa and my phone number is 3018-8170.

ATTENDANT: Do you have a cell phone?

MARCIO: Yes, it's 9060-1530.

ATTENDANT: What's your e-mail address?

MARCIO: It's marciosousa_80@net.us.

ATTENDANT: All right, it's confirmed for next Saturday.

MARCIO: OK, thank you. Bye-bye.

9. **In the classroom**:

Open your books.

Pay attention!

Stand up.

Listen to the CD and repeat.

**At home**:

Wash your hands.

Turn down the music, please.

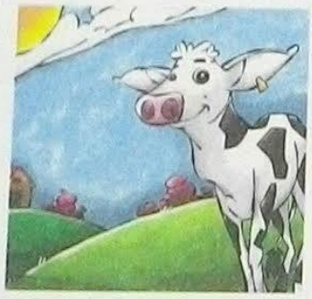
Eat the vegetables.

Clean your room.

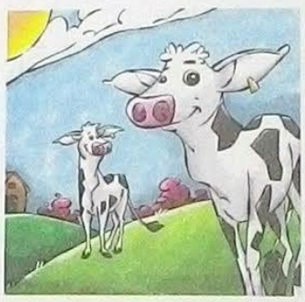
| Plural | |
|---|---|
| dog – dogs<br>bird – birds<br>pen – pens<br>car – cars | fox – foxes<br>box – boxes<br>bus – buses<br>watch – watches |
| fly – flies<br>dictionary – dictionaries<br>baby – babies<br>family – families | calf – calves<br>wolf – wolves<br>knife – knives<br>shelf – shelves |
| mouse – mice<br>foot – feet<br>tooth – teeth<br>child – children | |

Explique aos alunos q
da palavra *fish*, quar
para falar de um esp
do peixe enquanto
é *fish*. Ou seja, se
duas sardinhas, por
podemos dizer *we ea*
Nesta acepção, a pa
é um substantivo ir
A forma *fishes*, ent
aceita quando nos
a espécimes difer
peixes. Desta forma
*and salmons are fish*

1. Write the plural.



A calf.



Two calves.

An ostrich.

Two ostriches.

A butterfly.

Three butterflies.

A dog.

Two dogs.

Ilustrações: Studio Pack

2. Complete these sentences. Possíveis respostas:

a) The lion is big.
The mouse / bird is small.

b) The giraffe is beautiful.
The mouse is ugly.

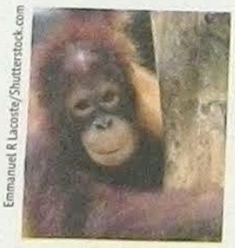
c) The hippopotamus is heavy.
The ant is light.

d) The fox / wolf is fast.
The snail is slow.

## Let's learn about the language!

Em vez de explicar as regras do plural para os alunos, leve-os a concluí-las a partir dos exemplos listados.

### Plural of nouns


Emmanuel R Lacoste/Shutterstock.com

George is a monkey.

They are monkeys.

Peter Wollinga/Shutterstock.com

Hanna is a fox.

They are foxes.

Menno Schaefer/Shutterstock.com

Inn-k/Shutterstock.com

Flick is a fly.

They are flies.

r.classen/Shutterstock.com

Wolner is a wolf.

They are wolves.

outdoorsman/Shutterstock.com

Szasz-Fabian Jozsef/Shutterstock.com

Stuart is a mouse.

They are mice.

Annelia/Shutterstock.com

Os animais que aparecem nestas páginas não estão proporcionais entre si.

5. Write the questions.

a) Is the fly ___big___?
No, it isn't. It is small.

b) Is the ___lion fast___?
Yes, it is. It is very fast.

c) ___Is the monkey ugly___?
Yes, it is very ugly.

d) ___Is the bird heavy___?
No, it isn't. It is light.

e) ___Is the bull weak___?
No, it isn't. It is very strong.

Proponha aos alunos um desafio em que eles devam adivinhar os nomes dos animais a partir das características dos mesmos. Escolha um animal e instrua a turma a fazer perguntas que ajudem na adivinhação, como *Is it dangerous to people? Is it black? Is it intelligent/smart?*, entre outras questões que julgar conveniente.

## At home

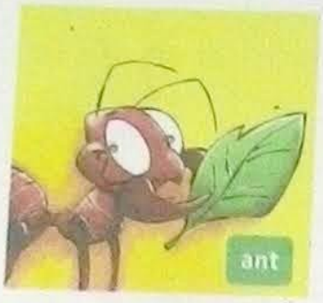
Os animais que aparecem nestas páginas não estão proporcionais entre si.

1. Match the opposites.

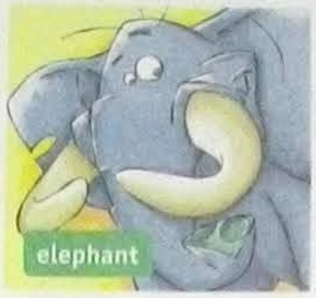
strong — heavy — fast — big

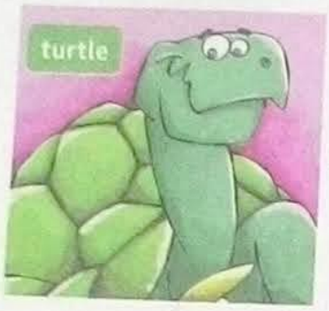
slow — small — weak — light

# Adjectives

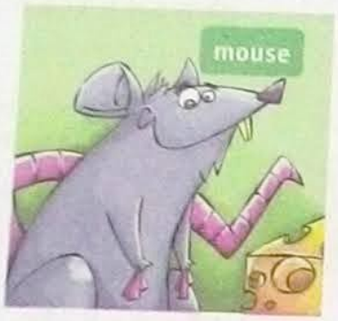



The ant is **small**.
The elephant is **big**.




The turtle is **slow**.
The lion is **fast**.




The mouse is **small**.*
The giraffe is **tall**.

*Apresente aos alunos o adjetivo *short*, que normalmente é usado para descrever pessoas. Dê-lhes um exemplo: *Marcos is short, but his brother is tall.*

The wolf is **ugly**.
The cat is **beautiful**.

The bull is **strong**.
The puppy is **weak**.

The gorilla is **heavy**.
The bird is **light**.

**3.** Unscramble the words below and match them to the pictures.

Se julgar necessário, permita que os alunos utilizem um dicionário para realizar esta atividade.

a) n g p e n u i
penguin

b) r i p e d s
spider

c) r o h s e
horse

d) t a b
bat

e) p h o l d i n
dolphin

f) t a g o l i l r a
alligator

g) p p u h i t a o m o s p
hippopotamus

Se julgar conveniente, apresente aos alunos a expressão *hippo* como a forma abreviada de *hippopotamus*.

h) a n g k r a o o
kangaroo

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defpicture/Shutterstock.com

Eric Isselee/Shutterstock.com

Heiry/Shutterstock.com

Os animais que aparecem nestas páginas não estão proporcionais entre si.

**4.** Find 10 animals in the puzzle below.

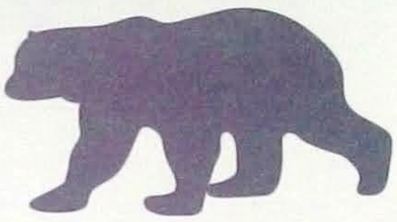
Se os alunos sentirem dificuldade, diga-lhes que há dois nomes de animais de trás pra frente e um na diagonal.

| H | B | E | D | I | U | K | Q | A | G | V | S | E | P | N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| P | A | W | Q | B | H | H | F | N | K | J | I | A | L | I |
| W | C | M | X | Y | O | Z | A | T | A | I | U | G | R | U |
| E | G | F | S | R | R | W | Q | V | N | N | B | L | O | G |
| S | Q | P | N | T | S | D | G | Y | G | C | M | E | X | N |
| A | F | W | A | Q | E | U | Y | K | A | A | N | J | B | E |
| O | D | R | I | G | F | R | B | V | R | M | N | L | O | P |
| Q | Z | C | L | X | W | E | U | T | O | E | I | K | R | V |
| W | U | B | P | K | I | R | V | D | O | L | P | H | I | N |
| A | L | L | I | R | O | G | E | C | W | Y | R | S | Z | F |

2. Who am I? Write the names of the animals.

a) I like to eat fresh vegetables, especially carrots. I am quiet and I can be a lovely pet.

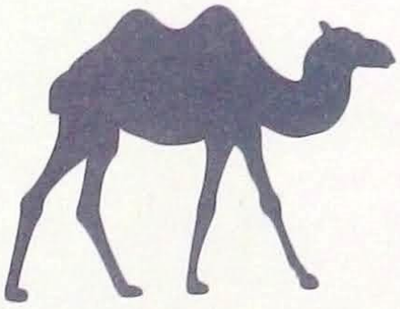
rabbit



d) I like to eat plants, honey, insects, fish, and small animals. I can be brown, black or white.

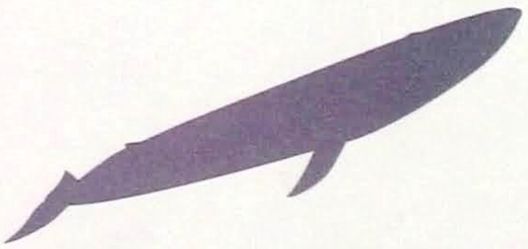
bear

Hump: corcova.
Stripes: listras.
Up to: até.



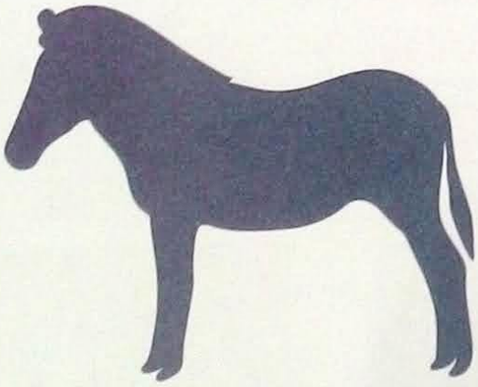
b) I have a hump in my back and I usually live in the desert.

camel



e) I live all my life in water, but I'm not a fish. I am a mammal.

whale



c) I have black and white stripes and I am from Africa.

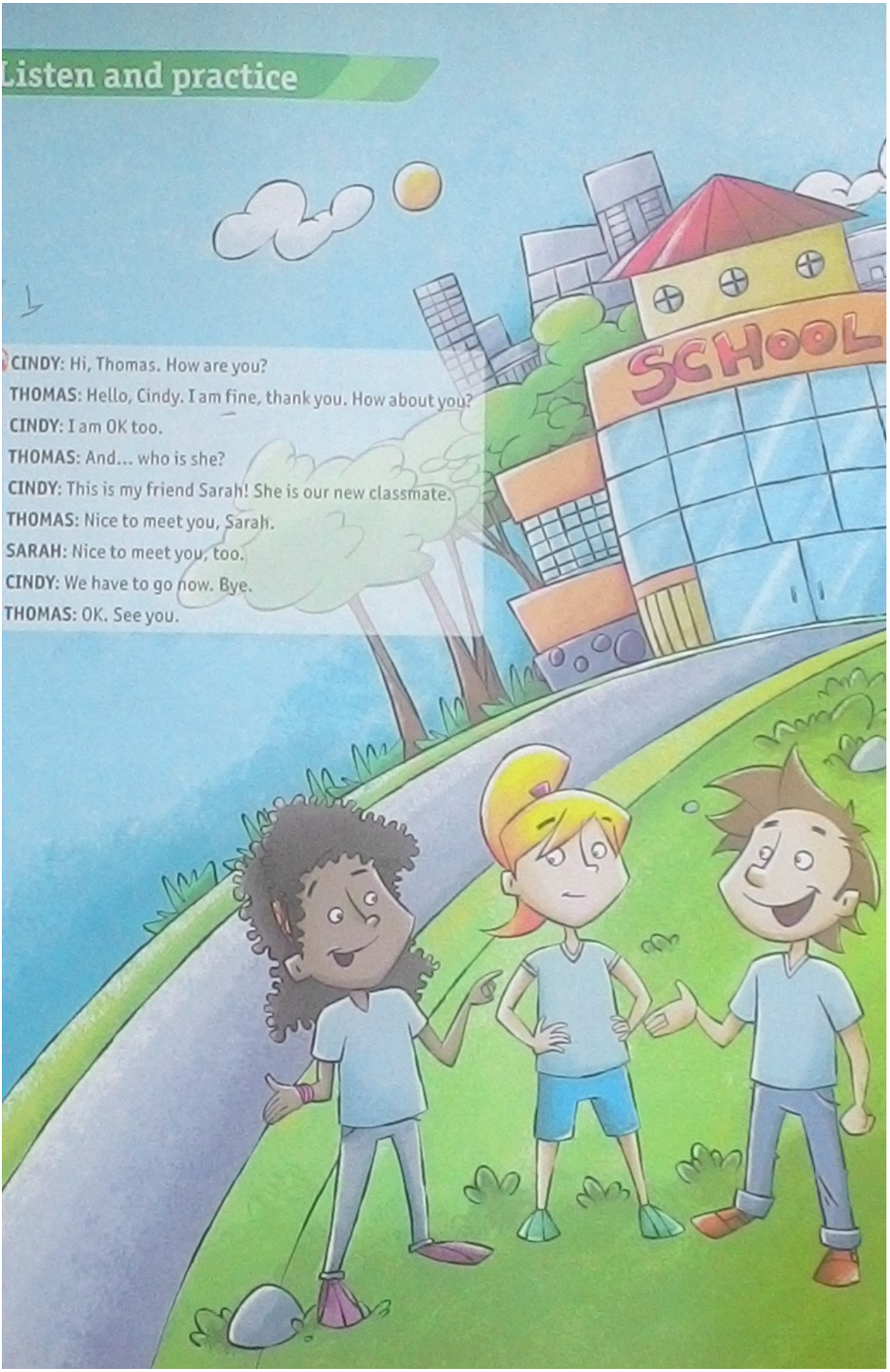
zebra

f) I have large, strong wings. And I can fly very fast, up to 100 km per hour.

eagle

Ilustrações: Tamires Azevedo

## Listen and practice




**CINDY:** Hi, Thomas. How are you?

**THOMAS:** Hello, Cindy. I am fine, thank you. How about you?

**CINDY:** I am OK too.

**THOMAS:** And... who is she?

**CINDY:** This is my friend Sarah! She is our new classmate.

**THOMAS:** Nice to meet you, Sarah.

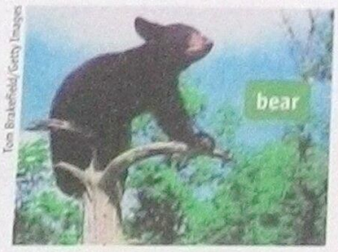
**SARAH:** Nice to meet you, too.

**CINDY:** We have to go now. Bye.

**THOMAS:** OK. See you.

proporcionais entre si.

1. Wild or domestic? Put the animals in the correct category.
Após o término da atividade, toque o CD para que os alunos ouçam e repitam o vocabulário.



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| Domestic | Wild |
|---|---|
| hamster | zebra |
| parrot | tiger |
| fish | snake |
| kitten | iguana |
| bird | rhinoceros |
| rabbit | bear |

GK Hart/Vikki Hart/Getty Images

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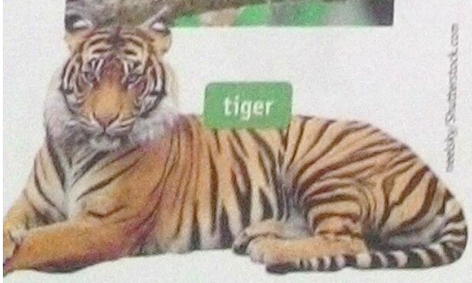
aniguide/Shutterstock.com



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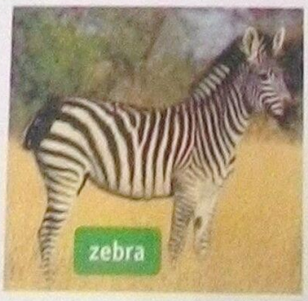

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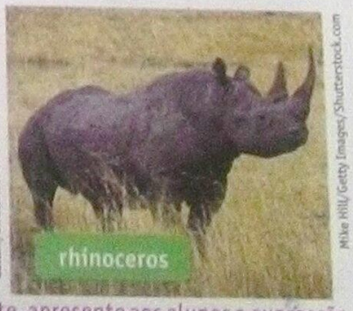

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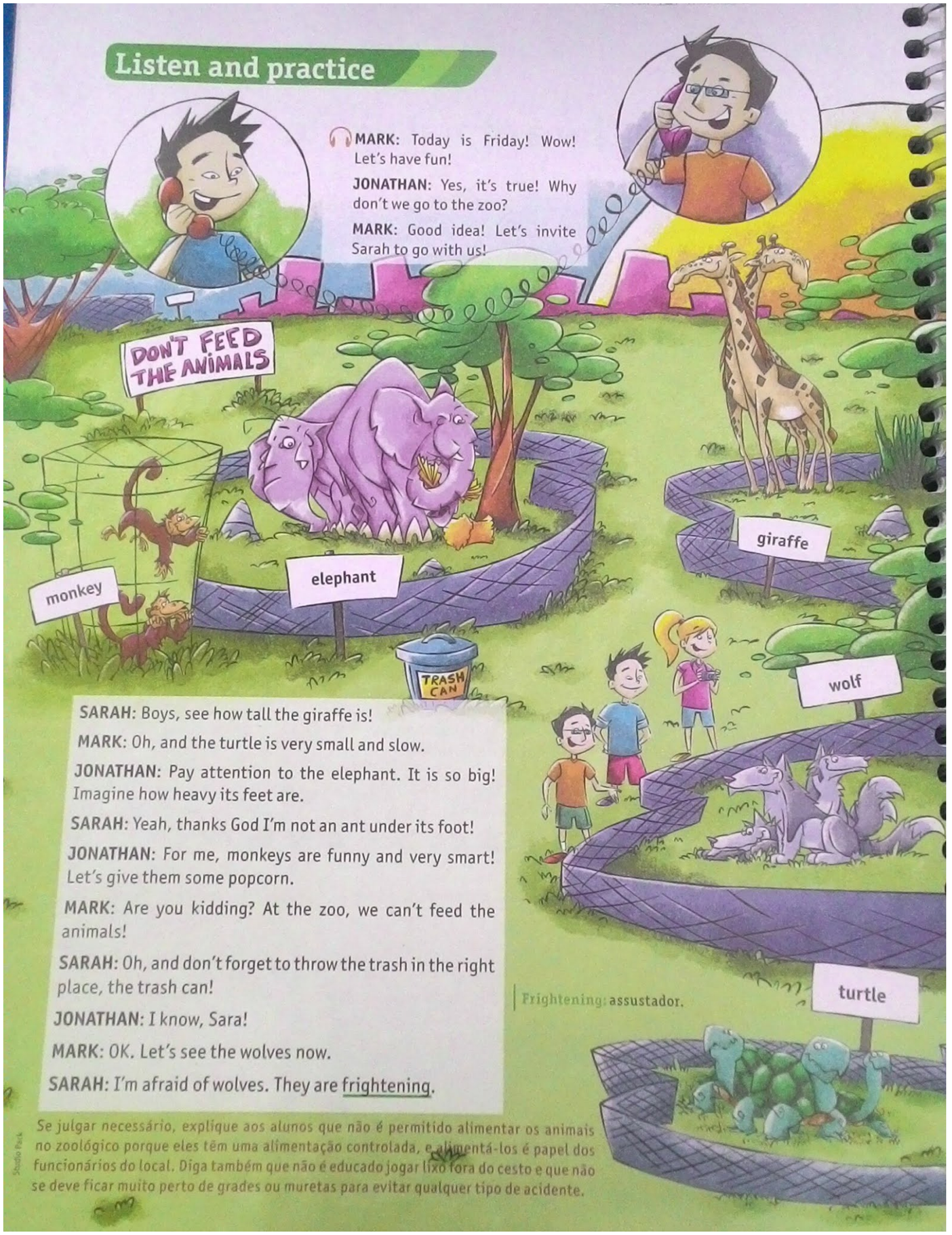
Se julgar conveniente, apresente aos alunos a expressão *rhino* como a forma abreviada de *rhinoceros*.

## Listen and practice




**MARK:** Today is Friday! Wow! Let's have fun!

**JONATHAN:** Yes, it's true! Why don't we go to the zoo?

**MARK:** Good idea! Let's invite Sarah to go with us!

**SARAH:** Boys, see how tall the giraffe is!

**MARK:** Oh, and the turtle is very small and slow.

**JONATHAN:** Pay attention to the elephant. It is so big! Imagine how heavy its feet are.

**SARAH:** Yeah, thanks God I'm not an ant under its foot!

**JONATHAN:** For me, monkeys are funny and very smart! Let's give them some popcorn.

**MARK:** Are you kidding? At the zoo, we can't feed the animals!

**SARAH:** Oh, and don't forget to throw the trash in the right place, the trash can!

**JONATHAN:** I know, Sara!

**MARK:** OK. Let's see the wolves now.

**SARAH:** I'm afraid of wolves. They are frightening.

Frightening: assustador.

Se julgar necessário, explique aos alunos que não é permitido alimentar os animais no zoológico porque eles têm uma alimentação controlada, e alimentá-los é papel dos funcionários do local. Diga também que não é educado jogar lixo fora do cesto e que não se deve ficar muito perto de grades ou muretas para evitar qualquer tipo de acidente.

Studio Pack

1. Find in the text the appropriate greetings.

| Saying hello | Saying goodbye |
|---|---|
| Hi, Monica! | Bye, Jimmy Five! |
| Hi, Jimmy Five! | Bye, Monica! |

2. Match the sentences to the corresponding greetings.

a) Hi, Monica!
b) Bye, Jimmy Five!

| | | | | | |
|---|---|---|---|---|---|
| b | See you! | a | How are you? |
| a | What's up? | b | Take care! |
| b | Goodbye. | a | Hey! |

## Improve your vocabulary

1. There are some commands you can give to a dog. Match the commands to the pictures.

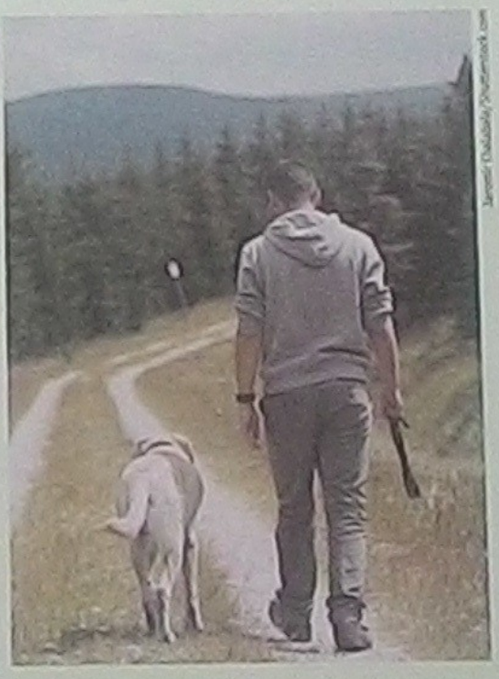
Come here! Sit! Heel! Fetch! Drop it!

Fetch!

Sit!

Come here!

Drop it!



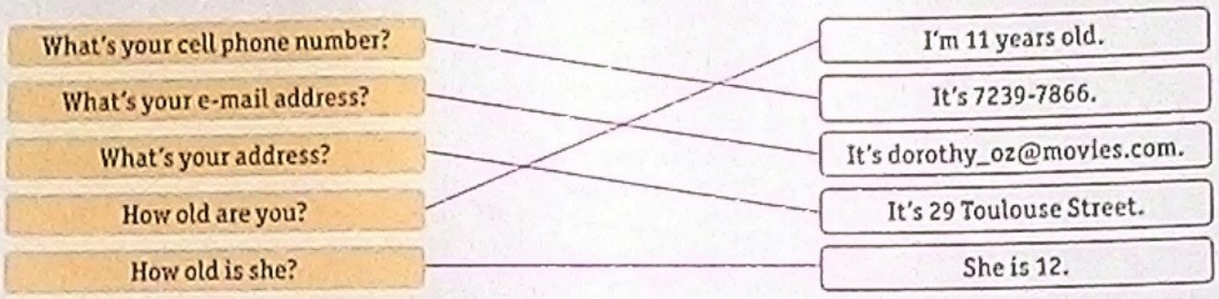
Heel!

aos alunos o
ado de cada
. *Heel!* é um
que se dá ao
para que ele
ao lado do
*ch!* é o comando
nimal buscar
*ne here!*, para
nal venha até o
*p it!*, para que
e algo que está
ca. E *Sit!*, para
nal sente-se.

SS

SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS

5. Match the questions to the answers.




6. Make questions to the answers. Verifique se os alunos usam a contração de forma adequada.

**GERARD:** How old are you?

**BENJAMIN:** I'm 13.

**GERARD:** What's your e-mail address?

**BENJAMIN:** It's benjaminb@warner.com.

**GERARD:** What's your cell phone number?

**BENJAMIN:** It's 9855-9945.

7. Answer the questions. Resposta pessoal. Oriente os alunos a responderem de forma completa como *I'm 11 years old, my phone number is...*, etc.

a) How old are you?

b) What's your phone number?

c) What's your e-mail address?

d) What's your address?

Verifique se os alunos escreveram a ordem da frase corretamente (*number, name, Street/Avenue/Lane*).

e) What's your favorite number?

f) Is your birthday an even or an odd number?

8. Find someone...

Name

a) who lives far from you. _____

b) who is 10 years old. _____

c) whose phone number ends in zero. _____

d) who is 11 years old. _____

e) who lives in your neighborhood. _____

f) whose phone number ends in four. _____

Nesta atividade, os alunos deverão perguntar aos amigos informações pessoais para completar os espaços ao lado. Verifique se eles estão fazendo as perguntas de forma correta (*How old are you?, What's your address?, What's your phone number?*). Explique-lhes também que eles deverão preencher as informações nos espaços ao lado somente com os nomes dos amigos que apresentam as informações adequadas.

8. Complete the conversation below using the words from the box. A atividade 8 refere-se aos capítulos 1 e 2.

| | | | | | |
|---|---|---|---|---|---|
| bye-bye | good evening | phone | two | nine | e-mail address |
| thanks | 3018-8170 | Saturday | name | good evening | |

## At the restaurant

**ATTENDANT**: Knots restaurant, ___good evening___.

**MARCIO**: ___Good evening___, madam. I wanna make a reservation for ___two___ people.

**ATTENDANT**: OK, Sir. For what date?

**MARCIO**: For next Saturday, at ___nine___ p.m.

**ATTENDANT**: All right. Anything else?

**MARCIO**: No, ___thanks___. That's all.

**ATTENDANT**: What's your ___name___ and telephone number, please?

**MARCIO**: My name is Marcio Sousa and my phone number is ___3018-8170___.

**ATTENDANT**: Do you have a cell ___phone___?

**MARCIO**: Yes, it's 9060-1530.

**ATTENDANT**: What's your ___e-mail address___?

**MARCIO**: It's marciosousa_80@net.us.

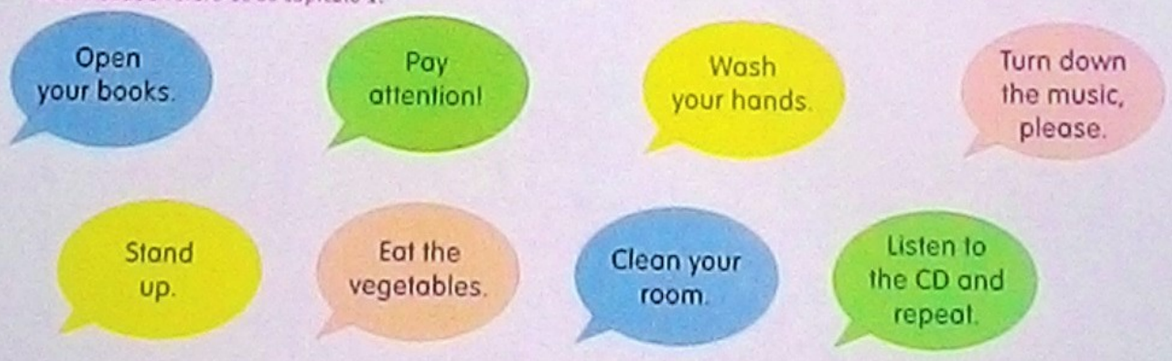
**ATTENDANT**: All right, it's confirmed for next ___Saturday___.

**MARCIO**: OK, thank you. ___Bye-bye___.

Wanna: want to.

Explique aos alunos que a palavra *wanna* é muito utilizada em músicas e na oralidade para fazer com que a comunicação seja mais ágil.

9. Where can we hear these imperatives? In the classsroom or at home?
A atividade 9 refere-se ao capítulo 1.

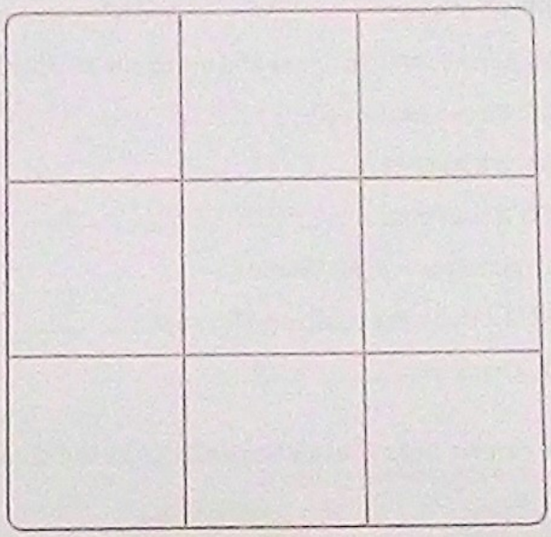



| In the classroom | At home |
|---|---|
| Open your books.<br>Pay attention!<br>Stand up.<br>Listen to the CD and repeat. | Wash your hands.<br>Turn down the music, please.<br>Eat the vegetables.<br>Clean your room. |

5. Match the questions to the answers. As atividades 5, 6 e 7 referem-se ao capítulo 2.

| | |
|---|---|
| a) How old are you? | c This is my friend Diego. |
| b) What's your name? | h Nice to meet you, too. |
| c) Who is he? | f She is eleven years old. |
| d) How are you? | d I am fine, thanks. |
| e) What's your phone number? | e It's 2394-5578. |
| f) How old is she? | a I'm twelve years old. |
| g) What's your e-mail address? | b My name is Susan. |
| h) Nice to meet you. | g It's jessica@ally.com. |

6. Help Laura count the number of squares in this picture.



**Hints:**

- There are more than ten squares.
- There are less than twenty squares.
- Answer: 14

7. Solve the equations below and write down the numbers.

a) $6 \times 3 =$ eighteen

b) $42 + 13 =$ fifty-five

c) $69 - 37 =$ thirty-two

d) $54 : 2 =$ twenty-seven

e) $12 + 36 =$ forty-eight

f) $32 - 3 =$ twenty-nine

g) $9 \times 9 =$ eighty-one

h) $146 : 2 =$ seventy-three

# Improve your vocabulary

1. Read the sentences and associate them to their corresponding expressions in Portuguese. After that, match the sentences to the pictures. *

a) Two's company, three's a crowd.

b) It takes two to tango.

c) Two heads are better than one.

d) Kill two birds with one stone.

e) It's six of one and half a dozen of the other.

[b] Quando um não quer, dois não brigam.

[c] Duas cabeças pensam melhor do que uma.

[a] Um é pouco, dois é bom, três é demais.

[d] Matar dois coelhos com uma cajadada só.

[e] Trocar seis por meia dúzia.

[d]

[b]

[c]

*Incentive os alunos a pensarem em sitaações em que poderão usar as expressões em Língua Inglesa. Peça-lhes alguns exemplos e, se necessário, ajude-os a construir outros exemplos.

[e]

[a]

# Possessive adjectives

*Oriente os alunos a completarem o exercício com seus nomes.

I am Resposta pessoal*.
**You** are Sarah.
**He** is Pablo.
**She** is Cindy.
**It** is Toby.
**We** are teachers.
**You** are students.
**They** are Sarah and Pablo.

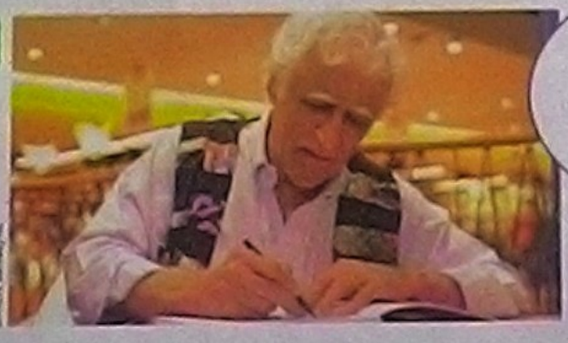
This is **my** name.
This is **your** name.
Pablo is **his** name.
Cindy is **her** name.
Toby is **its** name.
Teaching is **our** job.
Studying is **your** job.
These are **their** names.

| | | |
|---|---|---|
| I | → | My |
| You | → | Your |
| He | → | His |
| She | → | Her |
| It | → | Its |
| We | → | Our |
| You | → | Your |
| They | → | Their |

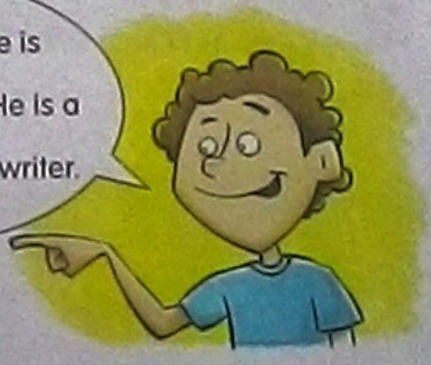
5. Who are these people? Complete the sentences using the possessive adjectives and their names.

A

B



His name is Ziraldo. He is a famous Brazilian writer.



C

My name is Edson Arantes do Nascimento, but people call me "Pelé".

D

Their names are William Bonner and Fátima Bernardes. They are journalists.

ss